



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 12581763  
SAU: MSAD 64  
School: Morison Memorial School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

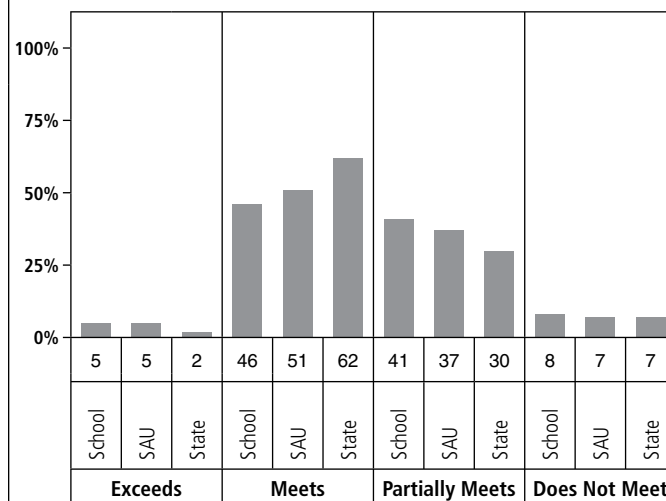
SAU: MSAD 64

School: Morison Memorial School

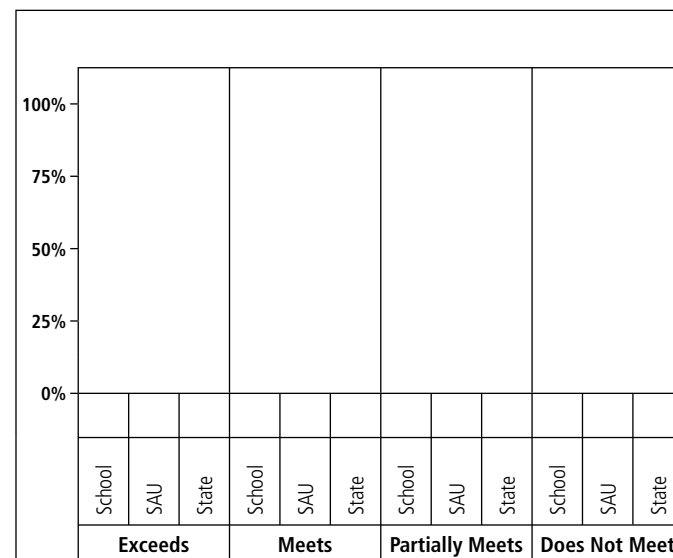
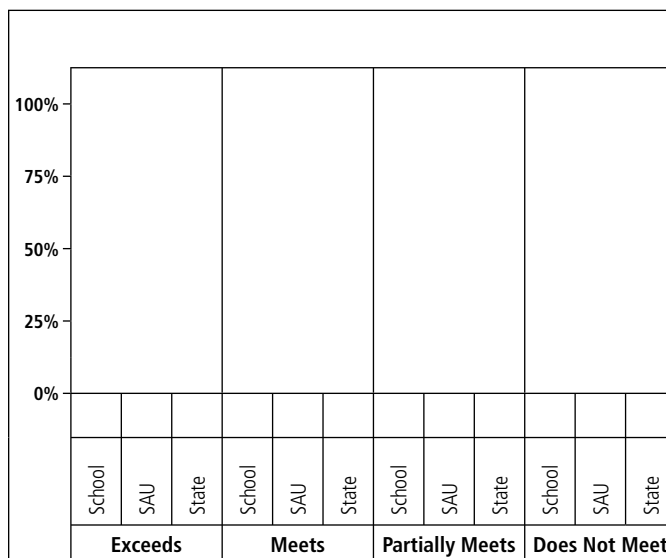
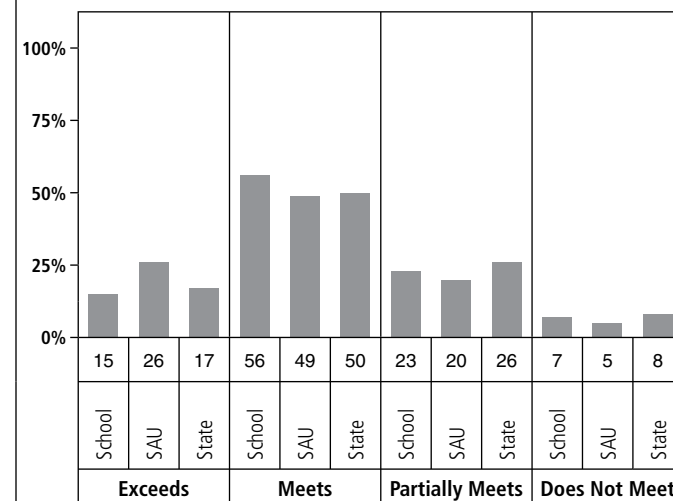
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	344	344	345
2006–2007	345	344	345
<b>2007–2008</b>	<b>344</b>	<b>344</b>	<b>344</b>
Cum. Avg. *	344	344	345
<b>Mathematics</b>			
2005–2006	344	342	344
2006–2007	347	348	347
<b>2007–2008</b>	<b>348</b>	<b>351</b>	<b>347</b>
Cum. Avg. *	347	347	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: MSAD 64  
 School: Morison Memorial School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	61	100	102	100	13803	100	61	100	102	100	13714	99	61	100	102	100	13710	99												
Ethnicity African American/Black	0	0	1	1	399	3	0	0	1	100	391	98	0	0	1	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	1	2	1	1	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	60	98	100	98	12916	94	60	100	100	100	12846	100	60	100	100	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	13	9	9	2358	17	8	100	9	100	2333	99	8	100	9	100	2329	99												
Current LEP	1	2	1	1	371	3	1	100	1	100	357	96	1	100	1	100	361	98												
Economically disadvantaged	30	49	52	51	5584	40	30	100	52	100	5535	99	30	100	52	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	46	75	83	81	10650	77	46	75	83	81	10678	77												
Identified disability (PET/IEP)	1	2	1	1	475	4	1	2	1	1	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	1	2	2	2	83	1	1	2	2	2	85	1												
<b>Participation with accommodations</b>	15	25	19	19	2936	21	15	25	19	19	2911	21												
Identified disability (PET/IEP)	7	47	8	42	1735	59	7	47	8	42	1729	59												
LEP	1	7	1	5	197	7	1	7	1	5	208	7												
504 plan	1	7	1	5	49	2	1	7	1	5	47	2												
Other	7	47	10	53	986	34	7	47	10	53	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 64  
School: Morison Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	3	5	3	3	332	2
	<b>2007-2008</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>227</b>	<b>2</b>
	Cum. Total*	6	4	8	3	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	22	50	46	54	8641	62
	2006-2007	33	57	62	59	8691	63
	<b>2007-2008</b>	<b>28</b>	<b>46</b>	<b>52</b>	<b>51</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	83	51	160	55	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	22	50	37	44	3671	27
	2006-2007	18	31	33	31	3781	27
	<b>2007-2008</b>	<b>25</b>	<b>41</b>	<b>38</b>	<b>37</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	65	40	108	37	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	2	2	1163	8
	2006-2007	4	7	7	7	1021	7
	<b>2007-2008</b>	<b>5</b>	<b>8</b>	<b>7</b>	<b>7</b>	<b>938</b>	<b>7</b>
	Cum. Total*	9	6	16	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	26.3	57.2	27.1	58.9	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	13.6	59.1	13.7	59.6	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	12.7	55.2	13.5	58.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 64  
School: Morison Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	3	5	28	46	25	41	5	8	344	102	5	51	37	7	344	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	60	3	5	28	47	25	42	4	7	344	100	5	51	38	6	344	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	1	13	4	50	3	38	335	9	0	11	44	44	334	2210	0	32	48	20	338
No	53	3	6	27	51	21	40	2	4	345	93	5	55	37	3	345	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	1										1						348	1	36	45	19	339
No	60	3	5	28	47	25	42	4	7	344	101	5	51	38	6	344	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	30	1	3	14	47	13	43	2	7	343	52	4	48	42	6	343	5450	1	49	39	11	341
No	31	2	6	14	45	12	39	3	10	344	50	6	54	32	8	346	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	61	3	5	28	46	25	41	5	8	344	102	5	51	37	7	344	13581	2	62	30	7	344
<b>Gender</b>																						
Female	26	3	12	17	65	5	19	1	4	349	47	9	64	26	2	348	6567	3	65	27	5	345
Male	35	0	0	11	31	20	57	4	11	340	55	2	40	47	11	341	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	61	3	5	28	46	25	41	5	8	344	102	5	51	37	7	344	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	61	3	5	28	46	25	41	5	8	344	102	5	51	37	7	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 64

School: Morison Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	330	2	0	0	0	100	330	6	0	43	39	18	340
B. less than one hour	93	3	5	27	48	22	39	4	7	344	93	5	55	35	4	345	79	2	65	28	5	345
C. one to two hours	5	0	0	1	33	2	67	0	0	339	4	0	25	75	0	340	12	2	60	31	7	344
D. more than two hours	0										1	0	0	0	100	330	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	48	3	10	11	38	13	45	2	7	345	38	8	50	37	5	346	29	3	62	28	7	345
B. They match some of what I have learned.	41	0	0	15	60	9	36	1	4	344	47	2	57	38	2	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	5	0	0	1	33	1	33	1	33	343	10	0	40	30	30	341	15	1	56	34	9	343
D. There is no match.	7	0	0	1	25	2	50	1	25	336	5	20	20	40	20	341	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	51	3	10	16	53	7	23	4	13	346	47	9	53	28	11	346	42	3	67	24	6	346
B. good	39	0	0	10	43	12	52	1	4	341	43	2	56	40	2	344	46	1	62	32	5	344
C. fair	7	0	0	1	25	3	75	0	0	342	7	0	29	57	14	340	10	0	48	42	10	341
D. poor	3	0	0	0	0	2	100	0	0	338	2	0	0	100	0	338	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	19	0	0	2	18	6	55	3	27	337	22	0	41	45	14	340	22	1	48	38	12	341
B. about the same as my regular schoolwork	64	2	5	22	58	12	32	2	5	346	59	7	57	29	7	346	57	2	68	26	4	346
C. easier than my regular schoolwork	17	0	0	4	40	6	60	0	0	340	19	0	53	47	0	343	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	22	0	0	1	8	9	69	3	23	337	21	0	24	57	19	338	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	56	1	3	19	58	12	36	1	3	345	54	6	58	34	2	346	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	22	1	8	8	62	3	23	1	8	347	25	4	64	24	8	346	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	10	1	17	5	83	0	0	0	0	355	14	7	79	14	0	351	19	3	65	27	6	346
B. 20 minutes to an hour	44	1	4	13	48	12	44	1	4	343	54	5	51	38	5	344	47	2	68	25	5	346
C. less than 20 minutes	23	1	7	5	36	5	36	3	21	342	16	6	44	31	19	342	19	1	56	35	8	343
D. I rarely read at home.	23	0	0	5	36	8	57	1	7	341	16	0	38	56	6	341	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	21	0	0	5	38	8	62	0	0	342	16	6	38	56	0	343	28	1	56	33	9	343
B. six to ten pages	33	1	5	7	35	10	50	2	10	341	30	7	40	43	10	343	23	1	63	29	7	344
C. eleven or more pages	46	2	7	16	57	7	25	3	11	346	54	4	60	28	8	346	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: MSAD 64  
School: Morison Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	5	11	5	6	1295	9
	2006-2007	8	14	18	17	1985	14
	<b>2007-2008</b>	<b>9</b>	<b>15</b>	<b>27</b>	<b>26</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	22	13	50	17	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	19	43	38	45	6852	49
	2006-2007	31	53	58	55	6990	51
	<b>2007-2008</b>	<b>34</b>	<b>56</b>	<b>50</b>	<b>49</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	84	52	146	50	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	16	36	31	36	4081	29
	2006-2007	12	21	19	18	3673	27
	<b>2007-2008</b>	<b>14</b>	<b>23</b>	<b>20</b>	<b>20</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	42	26	70	24	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	9	11	13	1638	12
	2006-2007	7	12	10	10	1193	9
	<b>2007-2008</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	15	9	26	9	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	9.2	61.3	9.9	66.0	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.1	72.1	10.3	73.6	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.3	66.0	3.5	70.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.2	65.7	9.8	70.0	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 64  
School: Morison Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	9	15	34	56	14	23	4	7	348	102	26	49	20	5	351	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	60	9	15	34	57	14	23	3	5	349	100	26	50	20	4	352	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	2	25	4	50	2	25	333	9	0	22	44	33	332	2208	6	35	37	21	338
No	53	9	17	32	60	10	19	2	4	350	93	29	52	17	2	353	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	1										1						357	8	29	37	26	336
No	60	9	15	34	57	13	22	4	7	348	101	27	50	19	5	351	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	30	7	23	14	47	6	20	3	10	348	52	27	46	19	8	350	5452	9	45	33	12	343
No	31	2	6	20	65	8	26	1	3	348	50	26	52	20	2	352	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	61	9	15	34	56	14	23	4	7	348	102	26	49	20	5	351	13584	17	50	26	8	347
<b>Gender</b>																						
Female	26	4	15	18	69	4	15	0	0	354	47	28	55	17	0	355	6565	15	49	27	8	347
Male	35	5	14	16	46	10	29	4	11	344	55	25	44	22	9	348	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	61	9	15	34	56	14	23	4	7	348	102	26	49	20	5	351	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	61	9	15	34	56	14	23	4	7	348	102	26	49	20	5	351	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: MSAD 64  
School: Morison Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	340	2	0	0	100	0	337	6	9	40	33	18	340
B. less than one hour	93	9	16	34	61	10	18	3	5	350	93	28	54	15	3	353	79	18	52	24	6	348
C. one to two hours	5	0	0	0	0	2	67	1	33	329	4	25	0	50	25	338	12	16	48	27	8	347
D. more than two hours	0										1	0	0	0	100	324	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	52	6	19	19	59	5	16	2	6	350	50	30	48	16	6	352	37	22	50	22	6	350
B. They match some of what I have learned.	39	2	8	15	63	6	25	1	4	347	42	24	57	17	2	352	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	1	25	0	0	3	75	0	0	349	6	17	33	50	0	351	12	9	44	36	11	342
D. There is no match.	2	0	0	0	0	0	0	1	100	308	2	50	0	0	50	335	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	46	6	22	15	56	4	15	2	7	351	44	36	45	11	7	354	39	25	48	20	7	350
B. good	46	3	11	15	56	9	33	0	0	348	47	17	55	28	0	350	46	14	52	27	7	347
C. fair	7	0	0	2	50	1	25	1	25	334	7	43	29	14	14	349	12	8	49	35	9	343
D. poor	2	0	0	0	0	0	0	1	100	320	1	0	0	0	100	320	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	0	0	3	27	5	45	3	27	334	20	15	40	30	15	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	62	7	18	25	66	6	16	0	0	353	56	32	54	14	0	355	59	18	53	24	5	349
C. easier than my regular schoolwork	20	2	17	6	50	3	25	1	8	346	24	25	46	21	8	348	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	12	0	0	3	43	3	43	1	14	337	20	30	45	20	5	350	32	13	47	30	10	345
B. two or three days a week	30	0	0	10	56	7	39	1	6	342	30	20	47	27	7	348	30	20	52	23	5	349
C. two or three times each month	42	6	24	13	52	4	16	2	8	351	37	30	46	19	5	352	19	20	53	21	6	350
D. never or almost never	17	2	20	8	80	0	0	0	0	357	13	23	77	0	0	357	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	1	33	2	67	0	0	336	6	17	33	33	17	341	7	5	34	40	20	338
B. two or three days a week	11	1	14	5	71	1	14	0	0	349	17	35	53	12	0	356	18	15	50	27	8	346
C. two or three times each month	34	3	14	11	52	6	29	1	5	348	45	29	49	20	2	352	28	21	53	21	4	350
D. never or almost never	49	5	17	17	57	5	17	3	10	349	33	21	52	18	9	350	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	2	67	1	33	0	0	350	3	0	67	33	0	350	16	8	42	36	13	342
B. 30–45 minutes	8	1	20	2	40	2	40	0	0	350	6	33	33	33	0	355	30	14	53	26	7	347
C. 45–60 minutes	10	0	0	4	67	1	17	1	17	347	6	0	67	17	17	347	32	22	51	22	5	350
D. more than 60 minutes	77	8	17	26	55	10	21	3	6	348	85	29	49	17	5	351	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											